

DOCUMENT RESUME

ED 150 834

FL 008 892

AUTHOR Robb, Thomas N.
TITLE Review with R-QUAP.
PUB DATE 76
NOTE 6p.
JOURNAL CIT Cross Currents; p141-146 Aut 1976

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS Charts; *English (Second Language); *Instructional Aids; *Language Instruction; Learning Activities; *Review (Reexamination); Second Language Learning; Sentence Structure; Syntax; *Teaching Methods; *Visual Aids

IDENTIFIERS *Rapid Question and Answer Formation

ABSTRACT

R-QUAP (Rapid Question and Answer Formation) is a device which enables the English as a second language (ESL) class to systematically review previously studied sentence patterns in a brisk and lively way. The technique revolves around a wall chart with cue words for questions running down the left-hand side (to elicit the various structures to be reviewed) and a cast of characters running across the top. The instructor points to a box on the grid thus formed and calls upon a student to make the correct question for that character. For example, "next Sunday - Mr. Redford" would yield: "What is Mr. Redford planning to do next Sunday?" The box contains the answer cue "tennis" or sometimes just a question mark, which would yield "I don't know what he's planning to do." Students have a copy of the chart; they also keep a notebook with sample questions and answers for home study. Additional lines are added to the chart weekly as new structures are covered. The students are always responsible for the cumulative total. (Author/CFM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED150834

FL008892

Review with R-QUAF

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Thomas N. Robb

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas N. Robb

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Review is a constant problem in the language classroom.¹ How often it is that we must push on because we have either exhausted the material in the lesson or have a tight schedule to meet, still knowing that many of the students have not completely mastered what we have already taught. While most good texts do have some built-in review, it is often given cursory attention since by its very nature it is old material and, consequently, often dull.

Rapid Question and Answer Formation (R-QUAF, for short), may be one answer to this dilemma. It is designed to build fluency with the basic patterns of English — to make them as automatic as possible — and yet to do it in such a way as to maintain the student's interest and to make what he is learning appear as relevant as possible to his immediate needs.

The technique revolves around a very simple device — a wall chart, such as the one in Fig. #1. Across the top is the "cast of characters". Three of these fictitious characters are students, two are teachers, and the last, Miss Tanabe, supposedly works in the school administration office. In my particular case, these characters

¹I would like to express my thanks to Profs. Kazuaki Hojo and Paul Kelley of Kansai University of Foreign Studies and Thomas Pendergast and Mary Livingston of the National L.L. School, Osaka for their valuable suggestions and criticisms. All responsibility for errors and omissions however, rests solely upon myself.



1a	NAME	MIKO KAWAI	ICHIRO MATSUDA	EMIKO ARAI	MR. REDFORD	PROFESSOR HIROKAWA	MISS TANABE
b	CLASS/JOB	1-A	1-A	1-C	COMPOSITION	READING	OFFICE
2a	HOME	HIRAKATA	AOMORI	SAKAI	VANCOUVER	KYUSHU	??
b	NOW	HOME	DORM-HIRA.	A & U-NEYA.	NEYA.	TAKA.	SCHOOL
c	TRANSP.	BUS	FOOT	TRAIN	CAR	??	FOOT
3a	WHEN	SEE CLASS SCHEDULES					
b	??	SEE CLASS SCHEDULES					
4	DO SUNDAY	REPORT	MAHJONG	KYOTO	TENNIS	MT. KONGO	LAUNDRY & HOUSE
5a	TRANSP. TIME	20 min.	15 min.	50 min.	25 min.	??	2 min.
b	READY	50 min.	20 min.	40 min.	35 min.	??	60 min.
c	1st CLASS	9:20	9:20	--	9:20	--	9:00
d	GET UP	8:10	8:45	LATE	8:20	LATE	8:00
6a	DATE OF BIRTH	5/10/57	6/12/57	10/15/57	5/1/42	11/5/15	??
b	B'DAY	5/10	6/12	10/15	5/1	11/5	??
c	AGE	19	18	18	34	61	??
7a	HEIGHT	150 cm.	165 cm.	155 cm.	185 cm.	165 cm.	170 cm.
b	WEIGHT	42 kg.	55 kg.	57 kg.	80 kg.	50 kg.	46 kg.

(Figure #1)

are also tied to the introductory conversation of each lesson of my text², but this does not have to be so for the device to be effective.

The left-most column of the chart contains the lesson number and question designation. The adjoining column contains the cue word for the question for that row. Under each character is the appropriate cue for the answer for that individual. Thus by pointing to the box located on line 2a under Mr. Redford, the instructor can elicit the question "WHERE IS MR. REDFORD FROM?" as well as the answer, "HE'S FROM VANCOUVER, CANADA." Pointing to the question word along with a verbal "YOU" elicits "WHERE ARE YOU FROM?" to which the next student must reply appropriately.

It would be unreasonable, however, to expect students to be able to make and answer questions rapidly if the chart were only used for a relatively short time each day in the classroom. The key to success with this technique is that students keep a notebook³ with three separate sections: 1) a copy of the chart itself, 2) a section with sample questions (Fig. #2), and 3) a section with sample answers (Fig. #3). With these in hand the student can do most of his R-QUAF practice at home. Class time can be used only for checking the thoroughness of the students' preparation.

At the beginning of the course the wall chart is blank. Question and answer sets are presented gradually, usually two or three per lesson. The students fill in the appropriate sections of their notebooks under the guidance of the instructor. Each week the items introduced in the previous lesson are thoroughly checked and past items are given a once-over as well. The students have been instructed to continually review their entire chart, lest they forget what they have already been taught.

In class, review is carried out briskly. Recently, I have been using a stop watch in class, limiting the students to 15 seconds in which to blurt out their question or answer. While this does have a

² The text referred to is one developed by my wife and me entitled *English in Context* for use in my classes at Kansai University of Foreign Studies, Hirakata.

³ Alternatively, the instructor could pass out a complete chart, plus complete sample questions and answers at the beginning of the course, thus saving the time in class which it takes for the students to fill in their notebooks.

SAMPLE QUESTIONS

- 1a What's her name?
b M-E What class is Mieko in?
R-T What does Mr. Redford do?
2a Where's Mieko from?
b Where's Mieko living now?
c How does Mieko get to school?
3a M-E When does Mieko have (*English Composition*)?
R When does Mr. Redford teach class (3-K)?
b M-R How many classes does Mieko have on (*Monday*)?
4 What's Mieko going to do this Sunday?
5a How long does it take Mieko to get to school?
b How long does it take Mieko to get ready to go to school?
c M-H What time is Mieko's first class on Tuesdays?
T What time does Miss Tanabe have to be at work every day?
d What time does Mieko have to get up on Tuesdays?

(Figure #2)

SAMPLE ANSWERS

- 1a That's Mieko Kawai.
b M-E She's in 1-A
R, H He teaches composition.
T She works in the office.
2a M She lives right here in Hirakata.
I-H He's from Aomori Prefecture.
T I don't know where she's from.
b M She lives at home.
I He's living in a dormitory in Hirakata.
E She's living with her aunt and uncle in Neyagawa.
R, H He lives in Neyagawa.
T She lives in school housing.
c M She takes the bus.
I, T He walks.
E She takes the train.
R He drives.
H I don't know how he gets to school.

(Figure #3)

drawback in that some students tend to "clutch" when under pressure, I have found that the thoroughness of the students' preparation is directly related to the amount of time that I give them to answer.

The choice of question and answer patterns chosen for any given lesson generally reflects the content of the lesson in which they are introduced. However, this principle is not strictly adhered to. There are many patterns which I have considered too elementary to be included in the formal structure of my course, but which the students, nevertheless, do need more practice with. Conversely, there are some structures introduced in the text which are not amenable to chart drilling.

In summary, R-QUAF offers a novel way to selectively review those structures which the instructor feels that the students have not yet mastered completely. It encourages the students to do their own review work at home and is fun to use in class for both the student and teacher alike.